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| **Unit Title**  Chelsea Needs | | |  | **Subject** | |
|  | | Examining Government Control and Cultural Resistance Through Prohibition |  |  | Social Studies |
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| **Lesson Title** | | |  | **Age/Grade Level** | |
|  | | The debate on Prohibition |  |  | 10th |
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| **Purpose/Rationale for lesson:** | | |  | **Estimated Lesson Time** | |
|  | | To discuss the issue of laws, such as prohibition, that give the US government the right to control actions that some might find in violation of civil rights. To explore the morality of government infringement of civil rights, and what morals and civil rights look like to different people. |  |  | 90 minutes |
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| **Curriculum Framing Questions:** | | | | | |
| *Essential Question:* | | | | | |
|  | | • What level of control should the government have over its citizens? | | | |
| *Unit Question:* | | | | | |
|  | | • How do social movements effect government legislation? | | | |
| *Lesson or Content Question(s):* | | | | | |
|  | | • Should the government be allowed to control our morality | | | |
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| **Goal:** | | | | | |
|  | | • Students will be able to explore their own thoughts of ethics and morals as well as the thoughts of their peers, in relation to the way that the US government exercised control through prohibition and whether or not they think it was and ethical issue and why. | | | |
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| **Learning Objective(s):** | | | | | |
|  | | * Students will identify and discuss their own personal morals and what is important to them * They will explore what it means for the government to implement laws that either restrict or nurture those values * Students will explore the controversy around Prohibition and how it favored the beliefs and morals of some and infringed upon those of others | | | |
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| **Curriculum Standard(s):** | | | | | |
|  | | *SS.HS.CG.03.01 Understand how laws are developed and applied to provide order, set limits,*  *protect basic rights, and promote the common good.*  *SS.HS.CG.04.01 Understand how the Bill of Rights offers protection of individual rights and how*  *rights are limited for the benefit of the common good.*  *SS.HS.CG.05.01 Identify the responsibilities of citizens in the United States and understand what an individual can do to meet these responsibilities.* | | | |
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| **Background Knowledge or Skills Students Need Prior to Lesson:** | | | | | | |
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|  | | Knowledge of the Bill of Rights, the Temperance movement, and the 18th amendment. Knowledge of the Pro-Prohibition perspective and the anti-Prohibition perspective of the 1920s. Be familiar with reading primary sources and writing critically and reflecting on opposing points of view. The previous day’s lesson will provide the facts about the temperance movement, the 18th amendment and introduce them to arguments on both sides of the issue that were heard at this time in the early 20th century. | | | | |
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| **Materials** | |  |
|  | timer, writing material, whiteboard, markers |  |
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| **Procedures:** | | | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** |
| Debate the issue of Prohibition | The argument of the pro-prohibition side and the anti-prohibition side | Development of thoughts to be presented in the form of persuasion | Small group debate: about 25 minutes  Whole class discussion: 30 minutes  Housekeeping: 15 minutes |
| **Teacher is:** | | **Student is:** | |
| **Hook:** Ask students to write their opinion of whether Prohibition represented a violation of individual civil rights or protection of the welfare of the community.   * The students need to get their assignment for the role play for the day * The journal assignment from the previous day needs to be checked for completions and the points recorded for the day’s work according to the lesson plan assessment standards   Students will be divided into 4 groups, count off 1,2,3,4   * The 1s and 3s will be a group, the 1s as pro-Prohibition and the 3s as anti-Prohibition. The other group of 2s as pro and 4s as anti… * Within these two groups a debate will take place, the argument either for or against the institution of prohibition. The students will be posing these arguments using the information learned about 18th amendment and will argue their case as if in 1920. * One student from each group will be assigned as the leader and keeper-of-order and topic for the debate * A coin toss will determine which side of the debate will go first * Each student will have 2 minutes to state their opinion and/or respond to what was said by another student, each student can and must once * At the end of the debate, each side will come to a conclusion and complete the statement: **We are for/against Prohibition because…….** * At this point there will be 2 statements on the pro side and 2 on the against side, move to the closure piece of the lesson * Assign homework for the next day. Giving half the class Document 1 and half the class Document 2 and asking them to analyze the documents in order to come prepared to discuss the question: how did America react to prohibition? | | * Become that role and play the game while doing the class activities, strategize and try to reach the goal that is aligned with your role * Present the journal writing from the night before * Getting into their groups, getting organized, settling down to be ready to move on * The leader will be equipped with a timer and will recognized as the authority for the group rules * Formally and respectively debating their side of the issue, following the rules and staying within the time constraints | |

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| **Differentiation/Accommodation:** |
| To accommodate for the student in the class the room needs to have an accessible table and to be easy to navigate in a wheelchair. For the ESL students I will allow them to work together when needed as one is more fluent in English than the other. For the student with ADHD, attention will need to be paid to see if he is staying on task and focusing, if a problem arises address the issue and if needed allow him to change groups and move around. |

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| **Attention to Literacy:** |
| Students will reflect critically on their debate and write about those thoughts. |

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| **Closure:** |
| As a whole the class will then discuss and/or question and answer about these statements they came up with at the end of the debate and I will provide the distinction between historical evidence, current influence, and educated/non-educated opinion that is/was relevant to Prohibition. Also, be sure to remind of them of the homework assignment due for the next lesson. |

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| **Assessment and Evaluation of Student Learning:** |
| Reflection . The students should address the ideas they had about the topic when they came into the class and how the discussion and debate either reaffirmed or changed their ways of thinking. The students should also be familiar with opinions of both pro-prohibition and anti-prohibition |